

Issues and Prospects of Effective Implementation of New Secondary School Curriculum in Nigeria

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Abstract

This paper digs into the issues surrounding effective implementation of new secondary school curriculum in Nigeria. This is based on the feeling that 21st century education is characterized with a dramatic technological revolution. The paper therefore portrays education in the 21st century as a total departure from the factory-model education of the past. It is abandonment of teacher centered, paper and pencil schooling. It means a new way of understanding the concept of knowledge, a new definition of the educated person. The paper argues that society institutionalized education as a tool to reform society and creates change for the betterment. Hence, authentic education addresses the whole child, the whole person and does not limit our professional development and curriculum design to workplace readiness. To this end, there is every need to review the status quo of secondary school curriculum in Nigeria in order to consolidate further the new basic education programme and to ensure the actualization of the Federal government national developmental programme especially in the area of human capital development. Finally, the paper recommends massive advocacy and sensitization of teachers, students, parents and school administrators and supervisors who are the end-users of the new curriculum for its effective implementation.

Keywords: Curriculum Implementation, Secondary School, Challenges, Way Forward.

Introduction

It is appropriate to say curriculum is all about experience required of a child for all round development since the organization of schooling and further education had long been associated with the idea of curriculum. Curriculum is a particular form of specification about the practice of teaching. It is not a package of materials or syllabus of ground to be covered rather it is a way of translating any educational idea into a hypothesis testable in practice. It invites critical testing rather than acceptance (Stenhouse, 2005).

Furthermore, curriculum is said to be a specification about the practice of teaching which involves pragmatic efficacy of the learners' experiences. Experience as a general concept comprises knowledge of or skill of something or some events gained through involvement in or exposure to that thing or event. In this wise, curriculum is an important element of education in which overall objectives of education depend largely on the nature of the curriculum (NERDC, 2004).

Curriculum experts have argued that curriculum making either at the level of development, design, implementation or reformation needs the inputs of critical stakeholders if it is to be relevant, meaningful and adequate to meet the needs of the people for whom it has been put together. In his opinion, Dewey (1897) contends that education is a social construct which is a part of society and should reflect the community. In this sense, curriculum is the thrust of education vested with force thereby integrating societal trends, traditional values and individual expression.

In his conception of curriculum Bobbitt (2008) affirmed that curriculum is the course of deeds and experiences through which learners become the adults they should be for success in adult society. In other words, curriculum encourages the entire scope of formative deed and experience occurring both within and outside school for the purposeful formation of adult members of society.

However, curriculum may refer to a well-defined and prescribed course of studies, which students must fulfil in order to pass a certain level of education. That is, curriculum is being construed as learning activities that make up a particular system of education. Ackerman (2008) in his examination of cognitive development theory explained in details how the curriculum is sequenced in schools.

In Nigeria for instance, secondary school curriculum is designed to encourage all students to achieve their spiritual, intellectual and social potential as well as to understand the relevance of learning in their daily lives. It is important to note that, it is one thing to develop/design curriculum, it is another thing to implement it effectively. Objectives of any level of education cannot be achieved if the planned programme for such level of education is not well implemented. Onyeachu (2008) observed that no matter how well a curriculum of any subject is planned, designed and documented, implementation is important.

It could be true that the establishment of educational institutions was in pursuit of meeting the global requirements of producing manpower that will serve in different capacities and contribute positively to the

nation's socio-economic and political development in Nigeria (Abdulkareem, Fasasi and Akinubi, 2011). But, how far has Nigerian education delivered on this mandate? Put differently, does the curriculum of Nigerian education reflect the objectives of her national policy on education?

The history of Nigeria runs parallel to the history of Nigerian education, because of the realization by the early nationalists that the country could not develop without a proper grounding in a national education system that can guarantee the production of the desired high quality workforce without which national development is impossible. In line with government's declaration for the 9 year Basic Education programme, the NERDC with mandate by the National Council on Education, reviewed the existing Senior Secondary education programme for this level of education, that is SSEC, so as to meet the targets of the education programme in the context of NEEDS, MDGs and EFA, all of them programmes of government.

The plight of secondary school curriculum implementation in Nigeria has been attributed to many factors including funding, obsolete educational facilities, and inadequate qualified teachers among others (Adebanjo and Charles-Owaba, 2008). It is against this backdrop, this paper examines the challenges confronting effective implementation of new secondary school curriculum in Nigeria with a view to proffering far reaching solutions.

Conceptual Clarification: Meaning of Curriculum

Etymologically, the word curriculum was coined from the Latin word "currere" meaning "race course", referring to the course of deeds and experiences through which children grow to become mature adults (Collins English Dictionary, 2003). Curriculum is the set of courses and their contents offered at a school or university. A curriculum is prescriptive and is based on a more general syllabus, which merely specify what topics must be understood, and to what level to achieve a particular grade or standard. That is, a curriculum may be referred to as all courses offered at a school.

According to Kelly (2003), "Curriculum is all the learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school". In other words, curriculum specifies in advance what we are seeking to achieve and how we are to go about it.

Oformma (2005) sees curriculum as a planned leaning experience offered to a learner in school, adding that it is a program of studies made up of three components program of studies, program of activities and programme of guidance. Hence the meaning of the term curriculum has also been changed to meet the needs of education of different courses of studies.

Blenkin (2012) defined curriculum as a body of knowledge contents and or subjects. That is, curriculum is the process by which knowledge and skills are transmitted or delivered to learners by the most effective methods that can be devised.

Curriculum is an organized plan of course outlined with the objectives and learning experience to be used for achievement of these objectives. In a wider perspective, it is a way of preparing individuals to become productive citizens and useful member of the society to which they belong. Thus, curriculum is a tool of education to educate and humanize the whole man. Modern interpretation sees the curriculum as all the knowledge and experience got by a child in and out of the school walls, either on the time table or outside it i.e. the experiences the learner has regardless of when or how they take place (Akinsola and Abe, 2006).

Jeffs and Smith (2010) argued that the notion of curriculum provides a central dividing line between formal and informal education. Recognizing the fact that some informal educators adopted curriculum theory and practice as a desire to be clear about content, and the approaches to the curriculum which focus on objectives and detailed programmes appear to be compatible with all round development of the learner.

Prescriptive view of a curriculum is defined as a plan for action or written document that includes strategies for achieving desired goals or ends. In other words, curriculum means a written description of what happens in the course of study. Considering curriculum as the course of experiences that form human beings into persons, Kelly (2008) affirmed curriculum as those things which students learn because of the way in which the work of the school is planned and organized but which are not in themselves overtly included in the planning or even in the consciousness of those responsible for the school arrangements. This assertion recognizes the current appreciation of curriculum theory and practice emerged in the school and in relation to other schooling ideas such as subject and lesson. In this wise, curriculum could be seen in four ways as follows:

- i. Curriculum as a body of knowledge to be transmitted.
- ii. Curriculum as an attempt to achieve certain ends in students.
- iii. Curriculum as process.
- iv. Curriculum as praxis.

To achieve any of the above-mentioned, effective implementation of a well-planned curriculum cannot be overstretched.

Concept of Curriculum Implementation

Many educationists that have discussed the issue of curriculum implementation in Africa identified it as the major setback for attaining goals of education in Africa (Obanya, 2007). Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabus and subjects (Chikumbi & Makamure, 2005).

Mkpa (2007) defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. That is, curriculum implementation demands concerted efforts of end-users of the curriculum for its effective implementation at all levels in order to achieve the desired goals.

Garba (2004) described curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed. In his conception of curriculum implementation, Okebukola (2004) defined it as the transition of the objectives of the curriculum from paper to practice. That is, only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. Ivowi (2004) supported the assertion by defining curriculum implementation as the translation of theory into practice, or proposal into action.

According to Onyeachu (2008),

“Curriculum implementation is the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environments”.

At this juncture, it could be said that putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabus, scheme of work and lessons to be delivered to students. The above definitions show that effective curriculum implementation involves interaction within the teachers, learners and other stakeholders in education geared towards achieving the objectives of education.

Obanya (2004) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Obanya (2007) contends that effective curriculum is the one that reflects what “the learner” eventually takes away from an educational experience. Obanya noted that in many cases, there would be gap between the intended curriculum and the learned curriculum and defined effective curriculum implementation as concerned with narrowing such a gap as much as possible. Of course, this is the focus of this study.

The adequacy of qualified teacher and infrastructural facilities are reviewed to see how they influence curriculum implementation in Nigeria secondary education. The importance of teacher in curriculum planning, development and most importantly implementation cannot be over-emphasized. Teachers most at times are not involved during policy formulation even though they are expected to implement this curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers especially specialist teacher in area like ICT and technical subjects. In recent times, curriculum is designed up to implementation without adequate manpower to translate these documents into reality.

Ajibola (2008) pointed out that most of the teachers are not qualified to teach the subject introduced in the curriculum. Amugo (2007) studied the relationship between availability of expert teacher and implementation of secondary school curriculum in Nigeria. Her study consisted of 50 secondary school teachers who were randomly selected from the population of teachers in Lagos and Imo state. She hypothesized that there will be no significant relationship between availability of teachers and curriculum implementation in Nigeria and that available specialist teacher only use theory methods in their classroom work without the practical aspect. The result of the study shows that there exists a significant relationship between the availability of subject teacher and implementation of skilled based secondary school curriculum in Nigeria. Amugo, therefore concluded that quality and quantity of teachers in Nigerian schools significantly affect the implementation of curriculum in Nigeria schools, especially at the secondary school level.

Theoretical Framework

This study is predicated on Functional Curriculum Theory which emphasizes that learner should have a world pool of knowledge, ideas, inventions, human and financial capitals and become fully participating member of the global economy. The curriculum is a tripartite in nature and practical. According to Obanya (2004), the functional curriculum theory could be achieved by following these steps: a) Developing the deepest sense of pride in being African through a deep understanding of the pride of Africa, the mother tongue or community language, the African world view, Africa's contribution to world view, Africa's contribution to world civilization over the ages, the nature and literature of Africa, past and present contemporary African's plan for its future in the emerging global community. b) Access to a wide world of people, knowledge, techniques, ideas and

practices, the official language and their literature, mathematics, science and technology, information tools and methods of social analysis, western and oriental philosophies and religion. c) Personal development for contribution to social transformation and vocational activities, entrepreneurship, creativity, communication and interpersonal conduct and self-awareness among others. These three goals should be pushed simultaneously from the beginning with their horizons broadcasting in responses to the level of maturity of the learner. Elements from any of the goals can also be utilized to inject functional value to existing programmes. Obanya construes functional content education as the situation in which the child is growing and the world he/she is going to live in should determine the way education is carried out, including what is taught and how it is being taught and learned.

It is on this basis, the paper elaborates on how the new secondary school curriculum could be used to develop individual learner towards increased productivity and improved quality of life. Thus, this paper defines curriculum as the reconstruction of knowledge and experience, systematically developed with the guidance of the school or relevant agencies which will enable the learner to have better mastery of learning experience for the learners' and the societal well-being.

New Secondary School Curriculum in Nigeria

It is a common knowledge that 21st Century School recognizes the critical need for developing 21st century skills. It is believed that authentic education addresses the "whole child", the "whole person", and does not limit our professional development and curriculum design to workplace readiness. Commeyras (2011) argues,

"The focus and objectives of education are to develop natural talents to enhance the quality of environment; production of skilled manpower and generation of knowledge necessary for modern economy; inspiring and enabling individuals to develop capacities to the highest level throughout life so that they can grow intellectually and contribute effectively to society; creating learning society necessary for participation in a world undergoing phenomenal changes; inculcation of the right attitude and values for fostering a democratic and civilized society, and finally, to increase knowledge and understanding for their own sake and foster their application for the benefit of the economy".

In the light of the above, new secondary school curriculum was developed by the National Educational Research and Development Council (NERDC). The restructuring of the SSS curriculum resulted in the development of 42 subjects and 34 vocational Trades/Entrepreneurship curricula. The curriculum which was approved by the National Council of Education in 2009 would provide for a systematic connection between its contents and the learning of future contents.

For Obioma (2010), the curriculum is structured in a way that will ensure that senior secondary school graduates are well prepared for higher education and that they had acquired relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation. That the graduates would have also acquired skills, with the capacity to set up their own businesses as a fall-out of the skills they acquired from the 34 trade subjects. This functional education will make them job creators instead of job seekers, thereby banishing poverty from their lives. In the same vein, the new curriculum aimed at strengthening the foundations for ethical, moral and civic values acquired at the basic education level, building and sustaining a culture of strategic educational research and development that will inform the formulation and effective implementation of programme and policies in education and in other related sectors of the national economy (NERDC, 2004).

In pursuance of the above, the new curriculum referred to our primary education as Basic Education. Basic Education shall be of 9-year duration comprising 6 years of primary and 3 years of junior secondary education. While the goals of basic education shall be the same as the goals of the levels of education to which it applies.

National Policy on Education (2004) identified the broad goals of secondary education to include preparation of individual for useful living within the society; and preparation for higher education. The structure of the new curriculum and subjects taken reflect;

- Senior secondary school science and mathematics include: biology, chemistry, physics, further maths, agricultural science, physical education, and health education.
- Senior secondary school technology include: technical drawing, general metal work, basic electricity, electronics, automobile, building construction, wood work, home economics, home management, food and nutrition, clothing and textiles.
- Senior secondary school humanities include: Nigerian languages, literature in English, geography, government, CRS/ISS, history, visual aids music, Arabic, French.
- Senior secondary school business studies, subjects are; accounting, store management, office practice, insurance, and commerce.

Based on the curriculum, compulsory subjects are:

- Computer Science to be ICT literate for world of work and global competitiveness.
- Civic Education to internalize sense of responsible citizen and contribute maximally to national development.
- Trade Subjects provide the required skills for job creation and poverty eradication.
- Mathematics and English remain foundation for future educational pursuit of the learners.

The new curriculum reflects the following trade subjects:

S/N	Trade/Entrepreneurship
1.	Auto body repair and spraying painting
2.	Auto electrical work
3.	Auto mechanical work
4.	Auto parts merchandising
5.	Air conditioning/Refrigerator
6.	Welding and fabrication engineering craft practice
7.	Electrical installation and maintenance work
8.	Radio, TV and electrical work
9.	Block laying, brick laying and concrete work
10.	Painting and decoration
11.	Plumbing and pipe fitting
12.	Machine wood-working
13.	Carpentry and joinery
14.	Furniture making
15.	Upholstery
16.	Catering and craft practice
17.	Garment making
18.	Textile trade
19.	Dying and bleaching
20.	Printing craft practice
21.	Leather goods manufacturing repair
22.	Cosmetology
23.	Keyboarding
24.	Data processing
25.	Store keeping
26.	Book keeping
27.	GSM maintenance
28.	Photography
29.	Tourism
30.	Mining
31.	Animal husbandry
32.	Fisheries
33.	Marketing
34.	Salesmanship

Source: NERDC 2011

In a nutshell, a minimum of 8 subjects and maximum of 9 subjects are expected to be offered by all students. By the June 2014, the new curriculum must have commenced operation. Having x-rayed the document in the new secondary school curriculum, it is obvious that the well articulated objectives of secondary school education cannot be achieved if all the issues revolving its effective implementation are not addressed squarely.

Challenges in Implementing New Secondary School Curriculum

The achievement of objectives of any level of education depends largely on effective implementation of its planned programme. Onyeachu (2008) observed that no matter how well a curriculum of any subject is planned, designed and documented, implementation is important. This is because the problem of most programmes arises at the implementation stage. In their opinion, Babalola (2004) and Mkpa (2005) remarked that, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace.

According to Adeleke (2007), education sector in Nigeria has suffered the plight of inadequate instructional materials, inadequate qualified teacher, poor funding syndrome, inadequate instructional facilities and lack of motivation among others. Stressing further that there is every need to resolve issues surrounding functional education system in Nigeria. In other words, if the new secondary school curriculum will achieve its intended objectives, the following issues demand urgent attention. They are:-

i. **Inadequate Instructional Facilities:** Instructional facilities refer to the basic structures and facilities necessary for effective teaching and learning in the school. Facilities are plants, equipment, buildings, furniture which enable teachers to deliver effective teaching thereby leading to attainment of behavioural objectives. According to Ehielmetor (2011), facilities are those factors which enable production workers to achieve the goals of an organization. Olokor (2006) observed that the use of instructional facilities enhances learning experiences and leads to interaction within the learning environment.

What extent are the facilities being provided for effective implementation of new secondary school curriculum? Facilities are not provided adequately. What is found in most secondary schools in Nigeria are dilapidated buildings, leaking roofs, lack of chairs and desks for students and teachers to use. This has negative effect on effective implementation of new secondary school curriculum.

Overbaugh (2010) in her study on the relationship of the physical environment to teachers' professionalism, revealed that physical environment or facilities affect teachers in their performance. She mentioned further that the most important environmental features which affect teachers' performance are classrooms, furniture and class equipment. Marianhi (2009) commented that a simply, dignified, artistic exterior is suggestive of the purpose for which school building exists, make the scholars proud of their school and will have an impressive influence on their performance at school.

Lamenting on the type of building found in our secondary school, Nwachukwu (2005) remarked that the public sector of education has witnessed stagnation and decay. Stating further that most schools are a caricature of what schools should be in a modern state. Ehielmetor (2011) argued that school facilities are the operational inputs of every instructional programme. The school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result. Ivowi (2004) noted that to ensure that curriculum must be effectively implemented, infrastructural facilities, equipment, tools and materials must be provided sufficiently. Nwagu (2004) affirmed that quality of education that our children receive bear direct relevance to the availability and lack of physical facilities and overall atmosphere in which learning take place. Emetarom (2003) asserts that "school facilities can be said to be the physical and spatial enables of teaching and learning which will increase the production and attainment of desired results".

Osifila (2004) found a significant relationship between adequacy of physical plants; and teachers' effectiveness and students' academic performance. United States District of Education (2002) reports that school buildings that can adequately provide a good learning environment are essential for students' success. In a study of high schools in Nepal, India Subedi (2003) found a significant relationship between students' achievement and the availability and use of physical and material resources. Other studies (Okebukola, 2005; Okunola, 2005; Agusibo, 2004) indicate that the availability of resources is an important variable in student learning.

ii. **Inadequate Qualified Staff:** This is a crucial stage in implementing new secondary school curriculum. For any programme of the curriculum to be properly implemented, the implementer must be adequately qualified. In Nigeria, it is unheard of that most secondary schools do not have adequate qualified teachers. In most cases, teachers are compelled to teach subjects that are not their areas of specialization.

How could there be adequate number of qualified teachers to handle effectively all the subjects meant for secondary education? This demands urgent attention because teachers are the major hub around which the successful implementation of new curriculum revolves. Lassa (2007) views the teacher as the key element to proper development of the child and consequently they are needed in greater number in all the secondary schools. Teachers are the cornerstone or the hub of any educational system. The National Policy on Education states that no education system can rise above the quality of its teachers (NPE, 2004). Adesina (1980) and Oguntoye (2003) expressed the qualification and experience of teacher as a pre-requisite to the quality of students' performance. Adesina therefore notes that inadequate teaching and non-teaching staff is a bane to successful implementation of curriculum in education sector. Shulman (2008) identified the teacher as a major factor in student learning. Ukeje (2006) writes that teachers are the pivot of any educational system, and that upon their number; their quality and devotion depend on the success of any educational system. Adeogun (2006) noticed high student-teacher ratio in most public schools. This is as a result of non-recruitment of additional teaching staff to meet up with the increase in the enrolment, which in turn has negative effect on effective implementation of the school curriculum.

iii. **Poor Funding Syndrome:** As observed by Nwagwu (2003), one impressive feature of educational institutions in Nigeria since independence has been the phenomenal increase in number of students and students' population. For this magnitude of expansion and development to be effective, there must be massive investment of resources in the form of funds. Unfortunately, all indicators point to a chronic gross under-funding at the school system. This is a serious issue in curriculum implementation in the secondary education.

Fund refers to money every project requires for its effective implementation. In support of this, Onyeachu (2006) noted that no organization function effectively without fund. In Nigeria for instance, fund allocated for education is grossly inadequate. Gwany (2006) argued that the education industry is usually the first and easiest victim of budget cut during austerity and low profile, structural adjustment and other economic

reform strategies. Nwachukwu (2005) lamented that the present level of underfunding by the state, the public sector of education has witnessed stagnation and decay. This affects implementation of a well designed curriculum. A situation where there is no money for payment of teachers salaries, purchase of equipment, books, furniture and other facilities, teachers cannot perform effectively.

Furthermore, Nwagwu (2003) reports that this serious shortfall and inadequacies in education funding manifest in over-crowded classrooms, equipped workshops, libraries and laboratories, where they exist at all. We also have a lot of indiscipline, frequent strikes and poor job productivity due to low morale and poor job satisfaction among school personnel; and uncondusive learning environment for students. Alani (2005) opines that many parents/guardians that can afford the fees in private primary and secondary schools prefer them to public schools. This is due to the poor quality of instruction in the latter. Many public schools have grossly inadequate physical, material and human resources needed to give quality service. This problem he asserts arose from the age-long neglect of the public schools system through inadequate funding of education.

For instance, due to lack of political will and determination in providing quality education for citizens, from 2009-2013 budgetary allocation to education shows that Nigerian government had not met the required 26% of education budget recommended by UNESCO for education (See table 1).

Table 1: Federal Government Expenditure on Education (in billions #)

Year	Total Allocation	Percentage %
2009	33.63	6.4
2010	295.3	7.5
2011	306.3	7.9
2012	400.15	8.43
2013	426.53	8.7

Source: Education Sector Status Report, Federal Ministry of Education

iv. **Insufficient Instructional Materials:** Dike (1987) described instructional materials as alternative channels of communication which a teacher can use to compress information and make them more vivid to his learners. Instructional materials are ways and means of making the teaching and learning process easy, more meaningful and understandable. Babalola (2004) noted that instructional materials are designed to promote and encourage effective teaching/learning experiences, and also is resource materials to curriculum implementation.

Ajai (2009) in a study on "relationship between availability of instructional materials and curriculum implementation in Nigerian secondary schools, discovered a significant level of relationship between the two. Anyakogu (2012) opined that a relationship did exist between the availability of school facilities and implementation of school curriculum. As he put it without the availability of instructional materials in the schools the skilled based curriculum will not be effectively implemented in Nigeria, youth would lack skill acquisition and economic empowerment.

v. **Non-involvement of Teachers in Decision-making and Curriculum Planning:** For set objectives of secondary education to be achieved, teachers must be involved in decision-making and planning of curriculum. Obinna (2007) observed that in most cases teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. Ugwu (2005) affirmed that relevance of a curriculum is determined only when it is implemented. In other words, the relevance of any curriculum depends on the extent to which the classroom teacher is able not only to interpret the curriculum but to implement it. Mkpa (2007) remarked emphatically that as an important person in the programme of curriculum implementation, the teacher must be involved in all stages of the curriculum process.

Lack of involvement of teachers, according to Akuezuilo (2006) equally hinders the curriculum whose key implementers are not well oriented to the teaching of such curriculum. Alao (2011) carried out a study on the effective implementation of Nigeria secondary school curriculum. Two hundred (200) sample were used to respond to questionnaires constructed in order to find out whether the Nigeria secondary school system is well implemented or not. The response showed that 160 of the sampled student-teachers were of the opinion that the curriculum of Nigeria secondary school curriculum lacks effective implementation, while 40 respondents agreed that the curriculum is effectively implemented. This result corresponds with the assumptions widely held by Adams and Onyene (2011) that the Nigeria secondary school curriculum implementation, which is the focal point in curriculum design, does not give the students the necessary skills to earn a living in the society. In support of the above finding Adeleke (2006) believes that one of the problems of Nigeria secondary school curriculum content is effectively finishing of a product (implementation), which is saddled with teacher's responsibility. Adeleke opined that the poor implementation of the secondary school curriculum in Nigeria has caused the missing link between the goals of Nigeria education and the achievement of the goals.

iv. **Lack of Motivation:** Ofoegbu (2011) described teacher motivation as those factors that operate within the school system which if not available to the teacher would hamper performance, cause stress, discounted and frustration all of which subsequently reduce student quality output. That is, in order to improve performance on the part of students, teachers must be motivated. Ugwu (2005) affirmed that for a worker to live up to

expectations, such worker must be motivated. Teacher can be motivated by realizing the need to regard teachers as the number one worker to be catered for in terms of prompt payment of salaries, promotion and payment of other allowances and remuneration.

Non-motivation of teachers affects their performance. When teachers' salaries, allowances and other entitlements are not given to them, they cannot implement the content of the curriculum. For instance, Nigerian Union of Teachers (NUT) embarked upon five weeks strike to demand for Teachers' Salaries Structure based on the promise made by the government for the past seventeen years.

Ipaye (2012) argued that the prime motive of men going into a career is to obtain the resources to meet his psychological needs and support family among others. Unfortunately, teachers' monthly take home salaries and allowances are very poor and unattractive, and as such cannot sustain them in the face of the rising cost of living.

iv. **Application of Information and Communication Technology:** ICT has proved very useful and effective in the teaching and learning process. But teachers' inability to apply ICT in teaching at secondary school is one of the problems militating against effective implementation of secondary school curriculum. Many secondary school teachers do not use computers in teaching their lessons. This has been attributed to many factors which include electricity problem. Onyeachu (2007) observed that since ICTs require electricity for their use, where there is power failure, users will be stranded. Another factor is lack of computer as well as expertise knowledge in the use of computer.

According to Ijioma (2004),

"The poor socio-economic condition in most developing countries of the world, including Nigeria has compelled the government and institutions to show little concern for the application of ICT in education. Many institutions cannot afford to buy or have access to computers and even where computers are available; there is lack of human and material resources to use ICT."

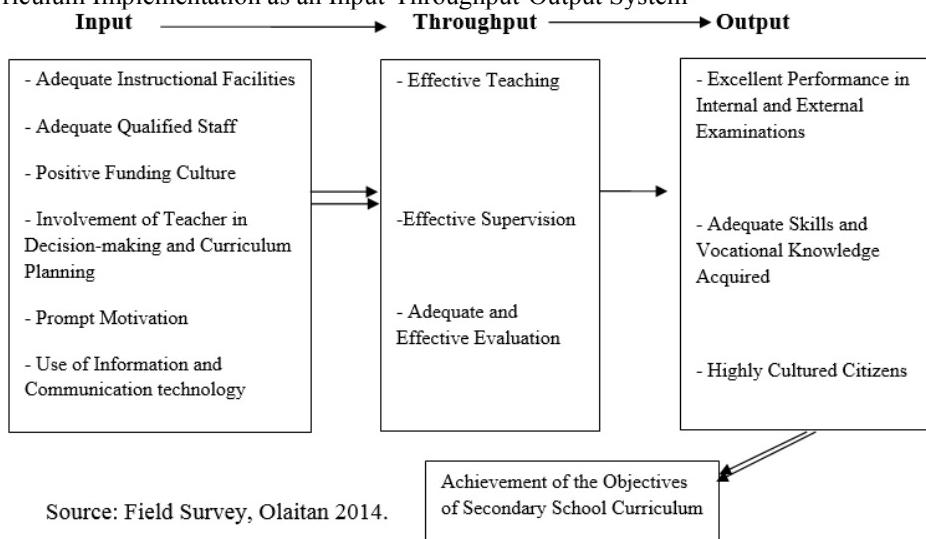
Prospects in Implementing Secondary School Curriculum

The following are possibilities for effective implementation of secondary school curriculum:-

- All stakeholders in education including PTA, Education Trust Fund and Petroleum Trust Development Fund synergized to provide required facilities and funds to ensure effective implementation of new curriculum in secondary school.
- Seminars and workshops are being organized to train secondary school teachers on the production and utilization of locally made instructional materials for effective teaching of newly introduced curriculum.
- The government has given compliance to involvement of experienced teachers in curriculum planning and development.
- Teachers are being encouraged to go for in-service training to update their qualifications. It is now necessary for every teacher to have minimum qualification for teaching.
- The state government and NUT have started negotiation with the federal government on the implementation of Teachers Salary Structure (TSS).

At this point, effective curriculum implementation could be seen as an input-throughput-output system (See Figure 1).

Figure 1: Curriculum Implementation as an Input-Throughput-Output System



Recommendations

Having stated the above possibility measures, the following recommendations are made:-

- i. There is need for concerted efforts by stakeholders in education to providing instructional facilities. It is evident that government alone cannot saddle responsibilities of education.
- ii. Teachers are advised to make use of improvisation where there are no instructional materials. Of course, government could help in providing both visual and audio-visual materials in all secondary schools.
- iii. The importance of teacher involvement in decision-making and curriculum planning cannot be over emphasized. Therefore, government should involve teachers curriculum planning and development to give them sense of recognition.
- iv. Governments should employ adequate number of qualified subject teachers in order to teach all the subjects meant for secondary education.
- v. Enough funds should be allotted for secondary education so that payment of teachers' salaries, allowances and other entitlements could be made with ease. This will as well make purchase of instructional materials and provision of facilities possible.
- vi. Government should ensure that ICT facilities are used in all secondary schools. This can be done by providing computers and computer accessories to all secondary schools. Awareness should be made by informing the parents on the need of ICT during PTA meetings so that everyone can contribute to successful running of ICT programs.
- vii. Teachers' salaries allowances, entitlements and other remunerations should be given to them on time. Government should listen to the teachers' cry concerning Teachers Salary Structure (TSS). This will definitely motivate teachers to do their best in implementing new curriculum effectively.

Concluding Remarks

From the foregoing, it is observable that numerous challenges characterized 21st century education such as tension between global and the local (becoming a world citizen without losing your root); tension between universal and individual (maintaining one's culture yet blend with the progressive global world to choose one's future); and tension between tradition and modernity (adopting to change without compromising one's past, maintain one's authority yet allow the development of others). This has therefore necessitated the review of our educational curriculum especially at secondary school level.

The paper submits that government alone cannot provide all required facilities if the new curriculum will be effectively implemented. To this end, all stakeholders in education sector should live up to expectation by contributing towards achievement of secondary education objectives.

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